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ABSTRACT

A program was developed for improving the reading of second-grade students in a progressive suburban community in northern Illinois. The problem was originally noted by an increase in the need for support services and low standardized test scores. Analysis of probable cause data revealed that students lacked knowledge of the relationship between reading and writing processes. In addition, a review of the district's general curriculum and textbooks revealed that academic concepts were taught in isolation. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: development of activities for students to integrate the reading and writing process, communication of student originated ideas in reading and writing, and demonstration of higher-order thinking through reading and writing. All strategic solutions occurred through curricular modifications and changes in teaching practices. All symptoms of the original problem were reduced as projected: students' integration of reading and writing improved; students' ability to communicate original ideas increased; and students demonstrated higher-order thinking skills through reading and writing. (Contains 38 references and 6 tables of data. A total of 25 appendixes presenting data, student writing samples, checklists, and lesson plans are attached.) (Author/RS)

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ED 371 316

# INTEGRATION OF READING AND WRITING STRATEGIES TO IMPROVE READING

by

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Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Education

Saint Xavier University - IRI
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## Abstract

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TITLE: Integration of Reading and Writing Strategies to Improve Reading

**ABSTRACT**: This report describes a program for improving the reading of primary grade students in a progressive suburban community in Northern Illinois. The problem was originally noted by an increase in the need for support services and low standardized test scores.

Analysis of probable cause data revealed that students lacked knowledge of the relationship between reading and writing processes. In addition, a review of the district's general curriculum and textbooks revealed academic concepts were taught in isolation.

Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: development of activities for students to integrate the reading and writing process, communication of student originated ideas in reading and writing, and demonstration of higher order thinking through reading and writing. All strategic solutions occurred through curricular modifications and changes in teaching practices.

All symptoms of the original problem were reduced as projected; students' integration of reading and writing improved, students' ability to communicate original ideas increased, and students demonstrated higher order thinking skills through reading and writing.

Chapter 1

# INTEGRATION OF READING AND WRITING

# STRATEGIES TO IMPROVE READING

## Problem Statement

Second grade students' abilities in reading and written language were inadequately developed to meet the 2nd grade curriculum requirements, as evidenced by 20 percent of students' involvement in supplemental reading programs and by standardized test scores.

## Description of Immediate Problem Setting

There were 511 primary level students at an elementary school in a mid-west suburban community. There were seven elementary public schools serving the community. The school population consisted of 93.0 percent Caucasian, two and five-tenths percent Black, two and seven-tenths percent Mexican-American, one and four-tenths percent Asian, and four-tenths of one percent Native American children. Data concerning socio-economic status indicated 20.7 percent were in the low income bracket with 15.46 percent of the children on the free or reduced lunch program. The student mobility rate for students entering or leaving the building during the school year was 13.3 percent. A large percent of the attendance area was rental property. A

substantial portion of the parents had not finished high school. Absenteeism and tardiness occurred in five and nine-tenths percent of the school population (School Report Card, 1992).

The academic school team consisted of one principal, two kindergarten teachers, three first grade teachers, three second grade teachers, three third grade teachers, three fourth grade teachers, two fifth grade teachers, one fifth/sixth grade teacher, and two sixth grade teachers. Support staff in the building included one Chapter 1 Reading teacher, one full-time and one half-time Special Education Resource teacher, one half-time Speech Clinician, one part-time nurse, one part-time social worker, one part-time psychologist, and one part-time reading tutor. The office staff consisted of one secretary and one secretarial aide. Two part-time resource aides assisted in teacher material preparation. Additional support staff consisted of one half-time physical education teacher, one half-time art teacher, one half-time music teacher, and one half-time learning center teacher. The years of teaching experience of the academic staff ranged from three years to 33 years. Twelve of the teachers of the academic team had Master's degrees.

This kindergarten through sixth grade elementary school was located in a residential area. Each classroom was a self-contained room. Time devoted to the teaching of core subjects for a five day week was as follows: reading—ten hours, math—five hours, written language—three hours. The district used the Holt Reading Series and McMillan Math Series from

kindergarten through sixth grade. Students were grouped according to reading ability. The kindergarten, first, and second grade teachers used a whole language approach to enhance student's reading and writing skills. The Houghton Mifflin English series was used in grades three through sixth. The primary grade classrooms also used a Modern Curriculum Press phonics book.

**Surrounding Community**

The school district served a progressive suburban community of 33,000 residents. The district was located adjacent to a metropolitan area. Two cities, one with a population of 15,000 and another with a population of 18,000, made up the district's 20 square miles.

The median household income was $31,147 and $33,791 for the two cities. Seven and eight-tenths percent were retired. The unemployment rate was four and five-tenths percent. Females made up 13 percent of heads of household. The average age was between 30 and 44. The work force consisted of 41.2 percent blue collar workers, 40.2 percent grey collar workers, and 18.5 percent white collar workers.

The community was experiencing gradual residential and commercial growth. This was primarily due to the development of open land throughout the northern part of the school district. As the community was growing, the school population was also gradually increasing. The district's small minority population, five and seven-tenths percent, was integrated through the district's

curriculum, which had been carefully developed to provide students with an understanding of ethnic groups, their cultures and the important contributions of all groups of Americans.

The district's flat topography and concentrated population allowed the district to provide education in neighborhood schools. Students who lived more than one and one-half miles from school were eligible for transportation on district owned buses. The community was vocationally oriented. Fifteen percent of graduated seniors attended a local junior college. Eight percent went on to a four year university.

The student population of the district was 5,937. The ages of the students ranged from three to 21. Special education services were available to mentally impaired, hearing impaired, physically impaired, speech and language impaired and learning disabled. Due to the district's growing population, the school board recommended a redistricting of attendance boundaries and reopening buildings.

The central office administration consisted of a superintendent, an assistant superintendent, a business manager, a director of human resources and labor relations, and a director of special education. An elected school board met twice monthly. Its responsibilities were to deal with situations pertaining to budget, curriculum, staffing, facilities, and discipline.

**State and National Context of Problem**

Nationally, longitudinal studies (Pinnell, 1989) showed that children who made poor beginnings in reading and writing tended to stay behind year after year, not changing their rank in the school group. In spite of a considerable investment of money, time and commitment to compensatory education, many children remained at risk of failure, especially in reading, an area where large numbers of low-achieving children received extra help year after year.

Although many questions and issues surrounded efforts to help at-risk children, most educators, as well as the general public, were acutely aware that the number of people at risk was increasing. According to Cynthia Smith (1993), executive director of the Rockford Area Literacy Council, fifty percent of adults nationwide were illiterate. The state of Illinois fell within the 34th percentile in state literacy rating (Secretary of State Literacy Office, 1992). Functionally illiterate adults were unable to fill out an application, read a medicine bottle or newspaper, locate a telephone number in a directory, use a bus schedule, or do quality comparison shopping. When confronted with printed material such people could not function effectively (Rockford Register Star, 1993). There was general agreement that efforts to help children become literate was of national concern.

Teachers may have contributed to poor reading performance by providing inadequate instructions. It had been found that the type of instruction delivered to poor readers differed from the instruction given to good readers. Allington

suggested that increased reading instructional time produced higher achievement levels. Observations within the regular classroom setting indicated poor readers were more off-task and less engaged in reading than good readers (Allington, 1983).

Studies have shown that poor readers spent less time reading silently than good readers (Allington, 1983). The instructional activities provided to poor readers tended to rely on decoding strategies rather than actively engaging the student in the text. Poor readers over-attended to visual information and sounded out every word (Lyons, 1989). This approach to reading made it more difficult for poor readers to enjoy reading and they found the reading process tedious and boring.

Observations of classroom instruction found higher level comprehension questions were directed to students with better reading skills. Prior theories had suggested students learned to read through a sequential process. New evidence suggested more advanced reading skills, which relied on higher order thinking, should be part of the instructional program for poor readers (Means and Knapp, 1991).

The problem with the lack of reading progress was evidenced by an increased number of students and adults with poor reading performance and an increase in the number of programs that had been developed to meet these needs. The type of instructional practices used to assist poor readers was also in question. According to a statewide study (Illinois Reading Recovery Project,

1991), a depressingly large percentage of the children who did not learn to read by the end of the first grade went on to fail in later grades. They suffered from poor self-esteem. They were candidates for retention and special education. They were likely to become apathetic, troublemakers, or dropouts. Most existing remedies for failing readers were expensive and, on the whole, not very effective.

Chapter 2

## PROBLEM EVIDENCE AND PROBABLE CAUSE

### Problem Background

As pointed out in Chapter 1, primary age students' reading abilities were inadequately developed to meet the curriculum requirements on a district level. Academic concerns were evidenced by the implementation of a variety of supplemental reading programs. The district implemented the Rising Stars program for preschool children at risk of academic failure. The school age programs included Chapter 1 services for kindergarten and first grade, Reading Recovery services at the first grade level, and certified and non-certified tutorial services at the elementary level.

The goal of the Rising Stars program was to assist developmentally disadvantaged students. The program included both children and their parents in a wide variety of activities, field trips, and technology. The staff included a full time early childhood teacher, a one-half time social worker, and a classroom paraprofessional. Identified children throughout the district were provided transportation to one elementary school. The program was fully implemented during the second semester of the 1992-93 school year.

Chapter 1 reading services had been provided to students in grades two

through eight until a pilot program for services to first grade students was implemented during the 1989-90 school year. Chapter 1 services were supplied district wide to first grade during the 1990-91 school year. During the second semester of the 1992-93 school year, services were expanded to include kindergarten. In order for the district to include kindergarten and first grade students additional teachers were not needed because services to upper grades were reduced. The focus of the program was changed to intervention in the early primary grades.

During the 1992-93 school year Reading Recovery was implemented as a pilot program in one elementary building. Reading Recovery is a program to reduce the number of students exhibiting difficulties with reading and writing. The benefits of Reading Recovery were not only the improvement of reading skills in students who showed early signs of difficulty but also showed improvement in students' writing skills (Deford 1991). Funded by a state grant during the 1993-94 school year, the Reading Recovery program employed eight half time reading teachers, all of whom had extensive in-service training before implementing the program. A Reading Recovery coordinator assisted in the implementation of the program.

Tutorial programs were provided on two levels. On one level, certified teachers worked collaboratively with the classroom teacher to serve students who displayed delays in reading. Each group of five or fewer students met daily with the reading tutor for 30 minutes. On the second level, high school

tutors were provided to help within the regular classroom setting. The tutors were part of a group of students enrolled in a child development class.

**Problem Evidence**

The school district increased its efforts and funding to meet the needs of reading-delayed students in the primary grades. This effort was evidenced by an increase in the number of support services to primary students who had reading delays. These needs were addressed through referrals based on teacher evaluations, test scores, and reading levels of students.

The Iowa Tests of Basic Skills were administered to all second grade students each school year. Particular attention was given to grade equivalence in order for at-risk students to be identified. Parents were to be notified and areas of remediation selected for the following school year.

**TABLE 1**

**Percent of Second Grade Students in Grade Equivalent Ranges Iowa Tests of Basic Skills March, 1993**

| Grade Equiv. Range | Percent of Students |
|---|---|
| K.2 - K.9 | 0% |
| 1.0 - 1.7 | 19% |
| 1.8 - 2.5 | 33% |
| 2.6 - 3.3 | 30% |
| 3.4 - 4.1 | 11% |
| 4.2 - 4.9 | 0% |
| 5.0 - 5.7 | 7% |
| 5.8 - 6.5 | 0% |

Table 1 presented data on the percent of second grade students whose

grade equivalent scores fell within the ranges listed. This table was chosen to represent the deficiencies in student reading as shown by the grade equivalent scores in their reading composite section of the Iowa Tests of Basic Skills (Appendix A:52). Data from the table would indicate that 52 percent of the students scored below the 2.6 grade equivalency level for the month of the school year the test was given. Forty-eight percent of the students scored at grade level or above. Using the grade equivalent results as revealed in this table, 19 percent of the students were found to be at risk and in critical need of remediation in the area of reading.

Second graders' reading levels were determined by previous year student placement, Iowa Tests of Basic Skills reading grade equivalent levels, and teacher observation of reading competency. Every effort was made to move students to a higher level when they showed readiness. The reading proficiency level was indicated in Table 2.

**TABLE 2**

**Grade Level Equivalence and Percent of Second Grade Students at Each Reading Level May, 1993**

| Holt Reading Level | Grade Equiv. | Percent of Students |
|---|---|---|
| 7 | 1.5 - 1.6 | 0% |
| 8 | 1.7 - 1.9 | 0% |
| 9 | 2.0 - 2.4 | 48% |
| 10 | 2.5 - 2.9 | 52% |
| 11 | 3.0 - 3.4 | 0% |

The end of the year Individual Cumulative Reading Record noted that all

second grade students had completed second grade level reading textbooks. Forty-eight percent of the student population had finished a first semester second grade book. Fifty-two percent completed a second semester level book and were ready to begin a third grade reading book. Table 2 reading levels indicated that almost half the students were at least four months or more behind in reading level at the end of second grade.

**Probable Causes of Problem**

Data to indicate probable cause were gathered from two sources, interviews and analysis of curriculum. The purpose of the interview was to determine students' attitudes and perceptions about reading and writing. Hillerich (1990) reported a significant relationship between reading success and early knowledge of the purpose of reading. An evaluation of the district's general curriculum and textbooks was completed to evaluate the integration of reading and writing instruction at the primary level (Appendix B:53).

An analysis of the reading interview designated by Hillerich (1990) indicated the majority of students surveyed enjoyed reading (Appendix C:54). They also knew a good reader who was, in most cases, a member of their family. A majority of the students could not internalize when they were doing good reading, but needed external reinforcement. When they came to a word they didn't know, they usually would ask rather than rely on reading strategies. The majority of students liked to write stories and also knew a person who

could write. Sixty-one percent could pick a topic for a good story. Most had books at home and could name a favorite. The majority of students were read to at home by a family member, although only one-half of them had access to a library card.

Probable cause data from the literature indicated a need to integrate the reading and writing processes throughout the curriculum and to further create purposeful reading and writing to demonstrate higher order thinking skills. If reading and writing were taught together, the integration of those skills would show improvement in both areas. Combining the best reading and writing strategies would obtain the goal of fostering critical understanding and thinking activities in the curriculum. Purposeful reading and writing activities included those that use students' prior knowledge, personal involvement through making choices, and assessing and using their feelings about topics (Shanahan 1990).

A review of the school district's MacMillan/McGraw/Hill (1991) *Mathematics in Action* textbook, revealed some interesting strategies of reading and writing within the math series. Manipulatives in the back of the pupils' edition stimulated hands-on activities, working together, sharing ideas, and cooperative learning opportunities. Critical thinking skills involving problem solving and reasoning skills were available in various forms within each lesson, such as "mental math" at the end of each exercise.

There were multiple curriculum connections which linked math with science, art, music, social science, and language arts. For example, story tapes

for listening to music and literature were introductions for each new unit. There were opportunities for students to write about sequential math steps and apply their math skills to everyday situations through written language.

The Houghton Mifflin English hardbound edition level 2 (1990) stressed "process writing" through direct instruction and modeling. The students' writing was applied to different areas of the curriculum. A language skill was applied to each writing activity. This was a new English book for the primary 2nd grade during the 1993-94 school year. It appeared there were multiple writing opportunities; however, the grammar-writing connections were not stressed enough in the beginning units. It appeared that units wouldn't be able to be followed in sequence. Teacher evaluation determined the best sequential order to proceed through the textbook. As the school year proceeded, this textbook proved to be an added resource for encouraging student expression in written form.

A review of levels 9 and 10 of the Holt, Rinehart and Winston (1986) reading textbook revealed a three step implementation plan for each chapter story: preparing to read, reading and comprehension, and developing and applying skills. Questions for teacher guided reading consisted of the inferential thinking and literal understanding type. Critical thinking skills were revealed in making judgments through context and picture clues. Critical thinking micro-skills were lacking in the areas of attributing, comparing/contrasting, classifying, sequencing, prioritizing, inferring, solving for analogies, or

inventing. There were very limited follow-up writing activities suggested. If story writing was recommended as an enrichment activity, no elements of brainstorming in the form of webbing or Venn diagrams, to name two, were suggested as a pre-writing activity. Upon a search of writing activities in the textbook index, the cross reference was found to be composition. Compositional writing referred to cartoons, fiction, get-well letters, newspaper articles, non-fiction color words and limited oral activities. In summary, higher order thinking skills, student originated writing opportunities, and integration of reading and writing skills were neglected in this reading curriculum.

A review of the primary second grade Holt, Rinehart and Winston Social Studies (1986) and Charles E. Merrill Science (1985) textbooks revealed worksheets and test dittos of the multiple choice, fill-in-the-blank type. There was no opportunity for children to demonstrate higher order thinking skills in either content area. In both texts, enrichment and extension activities involved listing, labeling, drawing, and charting. Cognitive tasks were concentrated in the gathering information stage. The tasks directed students to name, locate, and describe. Higher order questioning techniques were left to the discretion and creativity of the teacher.

Curriculum analysis indicated newer textbooks such as Math and English, addressed a more integrated curriculum with more higher order thinking skills. The reading series, science and social studies textbooks did not address these issues thoroughly.

Chapter 3

## THE SOLUTION STRATEGY

### Review of the Literature

Analysis of probable cause data suggested poor reading performance at the second grade level was attributed to students' attitudes and perceptions of the reading process, the curriculum's lack of integration of the reading and writing processes, and the students' lack of development of higher order thinking skills. The literature search for solution strategies found that reading deficits were most easily remediated in the early grades. The literature also indicated that pull-out programs were ineffective in bringing students up to adequate levels of performance. Educators showed an increased interest in developing reading and writing strategies which could be implemented within the regular classroom setting.

Research regarding the benefits of full-day versus half-day kindergarten programs in teaching basic skills and reducing grade retentions and special education referrals was inconclusive. It was observed that full-day kindergarten programs were designed to prevent or remediate academic delays in disadvantaged children (Peskin, 1987) and to meet the needs of working women (Salzer, 1982). The full-day programs implemented a more structured

academic curriculum with an increased use of support staff. Some research showed that short term gains were achieved in full-day kindergarten programs for educationally disadvantaged children when the extended time in the classroom was not just "babysitting" time (Puleo, 1988; Karweit, 1992).

There was conflicting evidence regarding the number of special education referrals of children completing a full-day kindergarten program. Three studies of the number of special education referrals were cited. Evans and Marken found a higher number of referrals, the Madison Metropolitan report found no difference in the number of referrals, and Nieman and Gastright found fewer referrals (Puleo, 1988). Nieman and Gastright found fewer referrals of children who had attended a full year of preschool prior to kindergarten.

Less conflicting evidence existed regarding retention of children who completed a full-day versus a half-day kindergarten program. According to Nieman and Gastright, for those students who completed full-day kindergarten it was determined that the number of students retained at the end of third grade was ten percent lower than for those who completed half-day programs (Puleo, 1988). A ten percent reduction in the number of retentions could greatly affect a school district's financial situation.

Researchers not only looked at the issue of whether a full-day kindergarten experience promoted success in the later grades but also how children came to kindergarten at different levels of readiness for reading. Attention focused on the use of phonics or whole language to teach reading at

the kindergarten level. Stahl and Miller (cited in Karweit, 1992) reviewed studies that compared whole language/language experience which integrated the use of written language to the use of basals for the teaching of reading. Seventeen studies favored the use of a whole language/language experience approach. Fourteen studies found no difference in the approach used to teach reading, and two studies favored the use of basals. This suggested that the use of a reading approach that integrated reading and writing could be found effective.

In America the experimentation with ungraded schools in the 1960's was unsuccessful. In the reform movement of the 1960's, ungraded was hampered by the "back to basics" movement of the 1970's. Emphasis on testing and "push downward" of formal academics to earlier ages discouraged the ungraded approach (Cohen, 1990).

There is promise in multi-age grouping now because "Egertson argues, it brings together practices at the forefront of current reform thinking, including team teaching, cooperative learning, literature-based reading, and reductions in "pull-out" programs for remedial and special education students." (Cohen, 1990, p. 23).

A lack of effective curriculum materials for the ungraded class has foiled efforts for regrouping children. "Goodlad and Anderson (The Non-Graded Elementary School) have argued, for example, that texts keyed to grade levels nurture conformity and tempt teachers to cover material whether or not it is

appropriate to the wide range of individual differences among pupils." (Cohen, 1990, p. 22). "Harriet Egertson, administrator of the Nebraska Department of Education, Office of Child Development, adds some materials for whole-language reading, manipulative math, and technology-based writing are suitable for a mixed-age approach." (Cohen, 1990, p. 22).

The key to an ungraded primary was to let pupils develop at their own pace. Individual grade levels were too restrictive. A flexible grouping encompassed a two to four year span allowing movement between levels. Today's New Zealand model permits children to enter school any time during the school year on their fifth birthday. The children move through the first year at their own pace; thereby curbing ability tracking, competition, overly academic instruction, and grade retention (Connell, 1987).

"Donna Reid Connell, Ed.D., ungraded primary consultant, notes by third grade most classroom rosters will reveal a spread of three years, not twelve months. Along the way some children have been retained, and some accelerated." (Connell, 1987, p. 37). It is hard to teach a span of this range. Groupings in ungraded K, 1, 2 spans are no different, except the differences are considered natural and normal. There are no "dumb groups" and an atmosphere of cooperation prevails. A developmental curriculum was designed around the specific needs of the individually enrolled students. (Connell, 1987).

Many schools experimented with "dropping down" curriculum to make

learning more palatable in the early grades. The love of learning was often hampered in kindergarten, first and second grades due to this overly academic instruction before children are developmentally ready for it. For example, a comparison study (Stanford Achievement Test Primary 1 Grade Equivalents. 1964, 1973, 1982) revealed that students didn't do as well on SAT tests when the content expected at a first grade level in reading was dropped into kindergarten (Connell, 1987).

In summary, "The National Association for the Education of Young Children has stopped short of promoting ungraded units, for example, depicting them as merely 'one strategy to implement developmentally appropriate primary grades curricula.'" Susan Bredekamp, director of professional development for NAAEYC states, "You can still achieve an individualized curriculum in graded classes if there is good communication between teachers...and you don't have rigid expectations or promotions standards." (Cohen, 1990, p. 22). Research on the non-graded primary indicated the importance of a developmental curriculum sensitive to the students' needs. Integration of reading and writing across the curriculum would suggest a viable alternative to the non-graded concept.

Transitional programs have existed in America for the past fifty years. "The purpose of such programs is to protect "unready" students from entering school too soon (Gesell Institute of Human Development, 1987:Grant 1986). Transition (junior first grade) extra-year programs were seen as a "growth year"

for immature, at-risk or delayed children to help develop their readiness skills for successful school achievement when they are a year older." (Ferguson, 1991, p. 139). Scott and Ames, as cited by Ferguson (1991) stated "repeating should be the solution for children who are too immature for the work of a grade in question and thus need to be older to succeed..." (p. 139).

"A review of the controlled studies investigating extra-year transition school readiness programs (SRP) and their academic outcomes (Banerji et al., 1990) does not find a single controlled study reporting a superior academic performance past the first grade for the SRP-placed, year-older retained students over those eligible, equally unready, and often recommended for SRP placement but not placed." (Ferguson, 1991, p. 139).

"Assessments used to measure the achievement of young children have changed. The first-grade-level context expected in the 1964 edition of the Stanford Achievement Test was dropped to the kindergarten level in the 1973 edition and even lower in the 1982 edition. As a result, more and more children are failing to master the content of kindergarten and are being identified as unready for the first grade; these children are often either retained in kindergarten or placed in a pre-first transition class." (May and Kindert, 1993, p. 161).

School districts gave different reasons for determining transitional placement; one common information source was teacher recommendation. Surveys of educators indicate they view retention or extra-year programs as a

helpful intervention, with virtually no ill effects. Contrary to most literature research, teachers approached decisions with an inaccurate knowledge base. In addition, different teachers had different standards for arriving at placement decisions. Often different tests and combinations of standardized tests were administered to students. This raised the question of the validity and reliability of measurement used (May and Kindert, 1993).

The feedback from the community used in this research on the success of transitional one and transitional two classes at an elementary magnet school have been ninety-nine percent positive. In the three years of the program, only one percent or one parent was not sure the program had benefitted the child substantially. Children were placed in the program based on the judgment of their classroom teacher and parental approval. One of the major provisions of the program was that the students in the transitional classes were returned to regular classes for instruction if skill levels were appropriate. In several cases, teachers believed students could move to a regular class mid year and complete the year with their age mates. In each case, the parent wanted their child left in the transitional program rather than making a placement change mid year (Laughlin, T.K., telephone interview, 7 Sept. 1993).

The debate over the effectiveness of the transitional classroom lingers on. "Advocates for and against transition grades do agree on a final major point: the debate over the efficacy of transition grades misdirects energies that can better be used to advocate for fundamental curriculum change."

(Bredekamp, 1990, p. 21).

Evidence showed that programs which pulled students out of the regular education setting and provided additional reading services had little effect on students' long-term remediation (Slaven, Karweit, Wasik, 1993). The Chapter 1 remediation program serviced students in low income areas. The services provided students of similar reading delays with small group reading instruction. Research indicated that Chapter 1 services had little effect past the third grade level (Slavin, et al.). Analysis of the failings of the Chapter 1 program suggested that remedial instruction set low expectations for the students and depended on a slow, plodding instructional pace for basic sequential skill instructions. These shortcomings were evidenced by an annual gain in reading of one/twenty-first of a standard deviation per year (LeTendre, 1991). This small reading gain made it difficult to change the long term reading level of the students.

Chapter 1 recognized its shortcomings and revised its teaching strategies and program goals. Chapter 1 was a pull-out program where students were removed from the regular classroom setting and given special reading instruction. The program's goal was to coordinate its efforts with the regular classroom teacher and use instructional strategies and materials which complemented the regular program. The coordination of teaching strategies was done to aid in the transfer of skills from the pull-out program to the classroom.

Chapter 1 looked beyond basic skills and set higher expectations for students. The Hawkins-Stafford School Improvement Amendment of 1988 made dramatic changes in Chapter 1 services (LeTendre, 1991). The amendment provided opportunities for flexibility and creativity and stressed higher-order thinking skills. The amendment called for an accountability of student performance by the school and the parents.

The special education resource program was another pull-out program which demonstrated little overall success in remediating students with mild reading delays. A large percentage of students with learning disabilities remained in special education programming throughout their school career (Halgran and Clarizio, 1993). Studies indicated students within the resource room were actively engaged in learning most of the time, but when the students went back to the regular classroom they became passive learners (Reid, Baker, Lasell, and Eastin, 1993).

Special education resource programs separated the students from the mainstream and substituted a more repetitive, task-oriented curriculum. This curriculum served to intensify the disparity between real life and textbook-based reality (Reid, et al., 1993). Special education failed to give meaningful alternatives to students who, without support, could not succeed within the regular classroom.

Studies showed an interrelationship between academic skills and social skills. Social interaction determined how thought, interaction, communication,

and transmissions in what was known (Hoover and Collier, 1992). Within group settings, special education students were able to make connections easier between reading and the real world, through social interaction. Resource programs began to see socialization as an important element to learning (Hoover and Collier, 1992).

Special education resource classrooms revised the techniques of student instruction to use a more integrated curriculum. This was done through instruction that revolved around reading comprehension and writing. Integration of the curriculum served as a means of connecting students to the social and physical world through school experiences. It created opportunities for students to develop decision-making skills and to become aware of how they viewed the world. When learning was relevant and personal, it led to internal motivation to learn (Reid, et al., 1993; Keefe and Keefe, 1993).

The focus of pull-out programs radically changed. Evidence was presented that suggested learning was based on an holistic approach, risk taking, and prior knowledge, rather than discrete skills. Both Chapter 1 and special education resource focused efforts on developing curriculum interrelated on a student's personal and social experiences. Reading and writing curriculums appeared to be an integral part of this change.

Reading Recovery was an early intervention program for first grade students experiencing difficulties learning to read. The program was directed at the bottom 20 percent of first graders. It is a one-time intervention that

came at the earliest stage of the child's schooling. The goal of Reading Recovery was to accelerate students and to help them develop into independent readers so they could read with the average students in their class without further remediation.

Reading Recovery required one-to-one individualized instruction, but only for an average of 12 to 16 weeks. It was a supplemental pull-out intervention that did not replace the regular classroom reading and writing instruction but worked to enhance the reading program. Each Reading Recovery lesson included reading many "little" books and composing and writing a message or brief story. During these holistic reading and writing tasks, teachers used special techniques to help children become effective readers and writers. The intent of Reading Recovery was to make a student aware that reading and writing are interconnected (Clay, 1985).

The effective intervention of Reading Recovery required an initial investment of materials and extensive teacher training. It was a long term cost benefit intervention. The savings due to the implementation of Reading Recovery were achieved through the reductions in retentions, Chapter 1 services, and special education placements. Reading Recovery offered a short-term intensive program that was educationally sound and a cost effective alternative to more commonly used approaches.

In 1984, Reading Recovery was introduced to the United States by Dr. Marie Clay. The Ohio State University, the Ohio Department of Education, and

the Columbus Public Schools joined forces to implement Reading Recovery in Ohio. Results from this pilot study were very positive (Huck and Pinnell, 1985). A longitudinal study conducted in the Columbus Public Schools found that a high proportion of children serviced by Reading Recovery demonstrated sustained progress through the third grade without further intervention (Pinnell, DeFord, and Lyons, 1988). The MacArthur Foundation awarded the Reading Recovery faculty at Ohio State University a grant to compare four other reading interventions, each of which contained some elements similar to those in Reading Recovery. This study, known as the Early Literacy Research Project, found that Reading Recovery, with the emphasis on integrating reading and writing, was significantly more effective than the other approaches (Pinnell, et al., 1988).

**Project Outcomes**

The terminal objective of this problem intervention was related to the discrepancy data presented in Chapter 2. The Iowa Tests of Basic Scores indicated that 52 percent of the students scored below the 2.6 grade expectancy level, while 19 percent of this group indicated a critical need of remediation in the area of reading. Probable cause data from the literature indicated a need to integrate the reading and writing processes throughout the curriculum and to further create purposeful reading and writing to demonstrate higher order thinking skills. Therefore:

As a result of curricular modifications and changes in teaching practices during the first semester of the 1993-94 school year, primary students will develop a meaningful purpose for reading and writing as measured by student interviews; and the number of students reading below grade level will decrease as measured by teacher evaluation of students' performance.

In order to accomplish the terminal objectives, the following intermediate objectives defined the major strategic procedures proposed for problem resolution.

1) As a result of curricular modifications and changes in teaching practices, the teacher will develop activities for students to integrate the reading and writing processes.

2) As a result of curricular modifications and changes in teaching practices, the students will apply reading and writing to communicate their own ideas.

3) As a result of curricular modifications and changes in teaching practices, the students will use reading and writing to demonstrate higher order thinking skills.

**Proposal Solution Components**

The major elements used to reduce the reading discrepancy between students' achievement and grade level expectancy involved incorporating writing within the reading program. The first element involved providing students with activities which integrated the reading with the writing process. The second element involved writing activities which provided students the opportunity to communicate their own ideas from what they read. The final element involved activities which required students to use higher order thinking to demonstrate how they could incorporate new information they read into

existing schema. These elements related to the terminal objective in that they attempted to change the perceptions of reading from isolated word units to meaningful information. Discrepancy data indicated a large percentage of students were behind the reading expectations of the classroom. Probable cause data indicated students' inaccurate perceptions of the reading and writing process and inappropriate curriculum design were factors which contributed to the delays in reading.

Chapter 4

# ACTION PLAN FOR IMPLEMENTING THE SOLUTION STRATEGY

## Description of Problem Resolution Activities

The action plan was designed to address three major solution components: integration of the reading and writing processes throughout the curriculum, increased communication of student ideas in oral and written form about what they have read, and improved student usage of higher order thinking skills through reading and writing activities.

The curriculum development phase of the plan began in the Fall of 1993 with bi-weekly meetings of four primary grade teachers in an elementary building. Using needs assessment data collected at the end of the previous school year, the group will design lesson plans which integrate reading and writing strategies for reading improvement.

The implementation plan began with an after school team meeting in September and continuing one afternoon bi-weekly throughout the year. The purpose of these meetings was to organize and share effective lesson models that were implemented in the classroom and assess reading improvement.

The improvements sought in the implementation plan included: increased frequency of student writing and reading, improved student attitudes about

writing and reading, and established gains in reading levels. The implementation plan is presented below in outline form, allowing for the overlapping of strategies.

1. Develop activities for students to integrate the reading and writing processes through the curriculum.

   A. **Who**: A committee of four teachers will design curricular modifications and changes in teaching practices.

   B. **What**: They will create lessons integrating reading and writing processes throughout the curriculum.

   C. **When**: This will occur during the first semester of the 1993 school year.

   D. **Where**: Committees will meet at an elementary building after school for an hour bi-weekly.

   E. **How**: They will use resource materials collected over the past year, as well as individual staff expertise.

   F. **Why**: The lessons will be used as a resource for the committee members during the first semester, thus insuring integration of the reading and writing curriculum.

2. Increase students' ability to communicate ideas in reading and writing.

   A. **Who/What**: The teacher will implement lessons to encourage students to express ideas in the written form and read the finished product to an audience.

   B. **When**: These selected lessons will be given throughout the instructional day during the first semester of the 1993 school year.

   C. **Where**: The setting will be a primary elementary school classroom.

   D. **How**: Decisions will be reached at committee meetings.

   E. **Why**: Increasing students' use of communication skills.

3. Improve students' usage of higher order thinking skills through reading and writing activities.

   A. **Who/What**: The teacher will implement lessons to encourage student demonstration of higher order thinking skills.

      1) Sequencing
      2) Compare-Contrast
      3) Prediction
      4) Medicognition

   B. **When/Where**: The selected lessons will be given throughout the instructional day in a primary elementary classroom during the first semester of the 1993-94 school year.

   C. **How**: Through the use of higher order thinking resource materials.

   D. **Why**: Research indicates the development of higher order thinking skills is related to improvement in reading and writing (Costa, 1991).

**Methods of Assessment**

A variety of data collection methods will be used in order to assess the effects of the intervention. Reading inventory tests will be administered at the end of each completed reading unit. Comparisons of scores in the Comprehension/Literacy skills section of the tests will be recorded.

Formal classroom observations will assess student's ability to engage in higher order thinking skills. Participation levels will be observed in cooperative group settings. Records will be kept in the form of checklists on each student.

A collection of each student's work will be kept in a portfolio. The portfolio will include: personal portfolio checklists, record of books read, goals set by students, list of original writing samples, and a record of student/teacher

conferences. Students will write in daily response journals and their growth in writing skills noted. A collection of each student's written stories will be accumulated in a folder. Process writing strategies will be utilized in the form of pre-writing, drafting/revising and editing, and post-writing in the form of publication and reader response. A teacher checklist will record each child's writing performance and demonstration of higher order thinking skills.

The March, 1994 Iowa Tests of Basic Skills scores will be recorded and compared with those of the previous year for growth in reading. An end of the semester student interview will be given to assess how students' opinions of reading have changed from the previous Fall.

Chapter 5

# EVALUATION OF RESULTS AND PROCESS

## Implementation History

The terminal objective addressed the inadequate development of reading and writing skills in the second grade curriculum. Test scores and observations indicated 20 percent of the students were in critical need of remediation. Therefore, the terminal objective stated:

> As a result of curricular modifications and changes in teaching practices during the first semester of the 1993-1994 school year, primary students will develop a meaningful purpose for reading and writing as measured by student interviews; and the number of students reading below grade level will decrease as measured by teacher evaluation of students' performance.

The development of a curricular component to address the delays in reading in a second grade elementary classroom began with a review of the discrepancy data that indicated a large percentage of students were below the reading expectations established for that grade. Probable cause data indicated students' inaccurate perceptions of the reading and writing processes and inappropriate curriculum design were factors that contributed to the delays in reading. This activity took place at the beginning of the 1992 1993 school year.

The program had three components that attempted to change the perceptions of reading from isolated word units to meaningful information. The first element involved providing students with activities which integrated the reading and the writing processes. The second element involved writing activities which provided students the opportunity to communicate their own ideas from what they read.

The final element involved activities which required students to use higher order thinking to demonstrate how they could incorporate new information they read into existing schema.

The three curricular components are, by design, unable to be explained separately. They frequently overlap and are non-existent without the support of the other. Therefore, this report will not propose to isolate each component, but rather exemplify a unity of the three components in the represented lesson plans.

Higher order thinking occurred in learning situations where students communicated their own ideas (Appendix D:55). There were evidences of speculation, predictions and imagination when students expressed their own thoughts and asked "what if" questions about a particular topic or theme. Teacher observation supported the use of prediction and recall with basal stories. Students shared story predictions in cooperative groups prior to reading (Appendix E:56). Metacognitive processing of what could happen in the future occurred in the form of collaborative thinking. After basal reading, recall papers

sequenced story events which either supported or disproved students' initial predictions (Appendix F:57).

A review of lesson plans revealed the utilization of the multiple intelligences in conjunction with the higher order thinking skills. Two lessons exemplify this integration. In the Music of Mozart Lesson the students' musical/rhythmic intelligence was supported by the use of verbal/linguistic, visual/spatial, interpersonal and intrapersonal intelligences. Students wrote their own words to the "round" song and shared their creativity in cooperative groups (Appendix G:58).

A second lesson, which integrated the intelligences of verbal/linguistic, visual/spatial, and intrapersonal was the Freedom Bell (Appendix H:59). Students expanded on "I'm proud to be an American because...." Students were able to evaluate and make personal judgments on this topic in written form. Metacognitive thinking and evaluating occurred with individual processing of this activity with student PMIs (Appendix I:60).

Lessons to include higher order thinking also stressed students' ability to compare-contrast. A representative lesson which utilized this skill was the Frog and Toad Lesson. Various classroom books were provided for student inspired comparison reading on these two amphibians. Cooperative groups listed how each was alike and different in the form of venn diagrams. Each cooperative group expressed ideas to be included in a classroom story. Analogy writing also contributed to the demonstration of student compare/contrast

skill (Appendix J:61).

Stem starters set the stage for developing sequential skills (Appendix K:62). Students completed sentence starters with their own words and illustrated their sentences. The Kim and Rosa story was easy to sequence as a group activity on chartpaper. The students enjoyed illustrating and numbering sequentially each story event.

In Lessons such as The Apple War students read a story in their basal reader and wrote about their reading (Appendix L:63). Their written product included title, story characters, setting, and what happened. This was a helpful lesson idea to use as a follow-up for many stories in the basal reader.

Graphic organizers were especially beneficial in helping students organize their thoughts prior to writing. The Quilt Pattern demonstrated an especially nice graphic organizer format to stimulate future descriptive writing (Appendix M:64). An example of follow-up writing was noted in the My Feelings Lesson (Appendix N:65). In this lesson students wrote about how they felt when a cooperative buddy used a word to describe them on the Quilt Pattern. These lessons were all recorded as to their usage of program components (Appendix D:55).

Teacher observations of student writing and at-home reading inventory classroom chart revealed that students who read more also did more individual and group writing. Students wanted to do more writing on their own and knew why they chose a topic. Although only ten percent of the student population

wrote, either individually or with a partner during free time, by the end of the school year this figure was significant as there was no interest in free-time writing at this time last year. The Student Reading and Writing Inventory for each student assessed student progress in the reading and writing integration (Appendix O:66). This inventory proved most helpful in explaining student progress at conference time.

Additional observable data, obtained from a teacher specialist who taught a 30 minute period each week in the classroom, indicated that these students always went a step further than those of her other classes. She concluded that either the mix of students or the learning climate was responsible for this creative harmony and goal of students to strive always to do their best.

**Presentation and Analysis of Project Results**

In order to assess the effects of the planned intervention, comparison data was gathered on the percentage of students whose grade equivalent scores fell within the ranges listed on the Iowa Test of Basic Skills for the March, 1993 and March, 1994 school years. Table 3 represents the degree of deficiency in student reading as shown by the grade equivalent scores in the reading composite section of the Iowa Tests of Basic Skills (ITBS).

**TABLE 3**

**Percent of Second Grade Students in Grade Equivalent Ranges Iowa Tests of Basic Skills March, 1993 March, 1994**

| Grade Equiv. Range | Percent of Students March, 1993 | Percent of Students March, 1994 |
|---|---|---|
| K.2 - K.9 | 0% | 4% |
| 1.0 - 1.7 | 19% | 0% |
| 1.8 - 2.5 | 33% | 33% |
| 2.6 - 3.3 | 30% | 29% |
| 3.4 - 4.1 | 11% | 25% |
| 4.2 - 4.9 | 0% | 8% |
| 5.0 - 5.7 | 7% | 0% |
| 5.8 - 6.5 | 0% | 0% |

Significant data was obtained from this section of the test administered to a new group at the same time this year (Appendix P:67). The information revealed that 62 percent of the students scored above the 2.6 grade equivalency level for the month of the school year the test was given. Last year's scores indicated only 48 percent of those students scoring at grade level or above. Using the grade equivalent results revealed in this table, 19 percent of the students were found to be at risk in last year's study. Observable data for this year's ITBS indicated only four percent, or one student, at risk. It should be noted that in this case the child is learning disabled and already engaged in one-fifth of a day remediation outside the classroom. These results indicate that the need for remediation in reading for at risk students is no longer of critical concern this year.

The success of the intervention can be seen by comparing student reading levels for the 1993 school year with those of this year. The data in

Table 4 indicates 79 percent of this year's students were found to be reading a second semester book, while only 52 percent of the previous year's class was at this level. The data further show that 21 percent of the students were at least four months or more behind in reading level as compared to 48 percent the previous year.

**TABLE 4**

**Grade Level Equivalence and Percent of Second Grade Students at Each Reading Level May, 1993 May 1994**

| Holt Reading Level | Grade Equivalent | Percent of Students May, 1993 | Percent of Students May, 1994 |
|---|---|---|---|
| 7 | 1.5 - 1.6 | 0% | 0% |
| 8 | 1.7 - 1.9 | 0% | 0% |
| 9 | 2.0 - 2.4 | 48% | 21% |
| 10 | 2.5 - 2.9 | 52% | 79% |
| 11 | 3.0 - 3.4 | 0% | 0% |

In addition to observable data in the table, three students or 13 percent of the classroom population made an upward shift from Level 9 to Level 10 reading level at the end of the first school quarter of the present school year. Teacher observation and checklists indicated a favorable climate and student readiness for this advancement (Appendix O:66). No movement or change in reading level occurred with last year's students.

Table 5 presents reading/comprehension level and percentage of students at each level. Each student in this study began reading at a #1 level of difficulty. The speed of reading on this computer program was adjusted each week so students could read faster at a given level. Upon completion of one

level of reading, the child progressed to the next level of difficulty.

**TABLE 5**

**Percent of Students at Each Reading/Comprehension Level of the Stickybear Reading Comprehension Computer Program (Micrograms) March, 1994**

| Level | Percent of Students |
|---|---|
| 1 | 17% |
| 2 | 17% |
| 3 | 29% |
| 4 | 37% |

This table is representative of four levels of achievement. Levels 1 and 2 are based on Grade 2 comprehension exercises. Levels 3 and 4 are based on Grade 3 comprehension exercises. Students were not able to progress to the next level of difficulty unless a satisfactory score of 80 percent or better was obtained in reading comprehension. This percentage of accuracy for students in this computer program was mutually agreed to by the reading/comprehension administrator and teacher facilitator. Final data gathered from the reading/comprehension student inventory checklist revealed that 34 percent of the students were reading at Levels 1 and 2, second grade reading comprehension level (Appendix Q:68). The remaining 66 percent of the student population scored at Levels 3 and 4, third grade. This information suggests lesson plan emphasis on integrating more reading and writing, communicating of ideas, and higher order thinking may have contributed to the magnitude of success in student reading comprehension levels.

Students completed the end-of-unit Holt reading mastery tests (Appendix R:69). The results of the Holt Basal end of unit reading tests are presented in Table 6. The percentage of skill areas correct are recorded for the whole year on the comprehension/literary skills section of the tests for each student (Appendix S:70).

**TABLE 6**

**Number of Second Grade Students**
**Percentage of Skill Areas Correct on the**
**Comprehension/Literary Skills Checklist**
**Holt Reading Unit Tests (September, 1993 - March, 1994)**

| Percent of Skill Areas Correct | Number of Students |
|---|---|
| 92 - 100 | 10 |
| 83 - 91 | 9 |
| 74 - 82 | 2 |
| 65 - 73 | 1 |
| N/A | 2 |

Summary data from Table 6 indicate that 19 students, or 86 percent, of the student population got between 83 percent and 100 percent of the questions correct. Based on a grade distribution of between 92-100 percent being an "A" and 83-91 percent being a "B", the data indicate that 79 percent of the students scored in the A or B range. Only three students, or 14 percent, scored "C" or below. It should be noted from the table summary that two students were recorded as N/A. These were students receiving half-time and one-fifth time learning disability services in separate classes. They were never included in the testing due to class absenteeism. This data suggests that the

integration of reading and writing, along with the introduction of higher order thinking skills may have contributed to these test results.

Data to indicate probable cause were gathered from two sources, interviews and analysis of curriculum. The terminal objective determined the need to change instructional techniques through integrating the reading and writing, stressing communication of student ideas, and utilizing higher order thinking skills.

A reading interview was done in the fall to determine students' opinions about reading and writing. A follow-up interview with the same students was done in the Spring to see in what areas their opinions had changed (Appendix T:71). The results of the Fall interview are recorded in Chapter 2.

Following the intervention plan, the second interview revealed notable changes. The second interview determined that the majority of students could now internalize when they were doing a good job reading. They knew they could read well by the number of words they knew and by how far they could read in books. The need for external reinforcement from others, like their parents, wasn't as prevalent as before. They would now rather sound out words on their own and apply their own reading strategies rather than ask for help. Eighty-one percent could pick a topic for a good story, as opposed to 55 percent in the Fall interview. Eighty-five percent had a library card, compared to 50 percent in the Fall study. The students were still able to identify a good reader and writer as before and liked to read and write stories.

Teacher observation and second interview analysis also determined that many students found a new interest in reading chapter books. They could now more freely name titles of books they like to read at home.

**Reflections and Conclusions**

The integration of the reading and writing processes was nicely reflected in student daily journal writing (Appendix U:72). Students found graphic organizers useful with followed-up writing. It was apparent that students often found poetry in the form of Cinquains, a writing choice, over script writing (Appendix V:73). Journal writing expanded on other curricular subjects. One example was the creative journal writing in a Say No to Drugs Health Unit (Appendix W:74, 75, 76).

Portfolios were useful for assembling student selected work. Students found group ranking helpful in portfolio selection. It appeared that students developed ownership and pride in evaluating their portfolio choices (Appendix X:77).

The majority of student-originated writing only completed the first draft stage. It was useful for students to collect these writings in separate writing folders. Their stage of writing and topic comments were recorded on checklists (Appendix Y:78). This helped students organize their writing work for future revision. Highly motivated students worked in pairs during free time to help with individual editing and revision of their writing work. It was useful to provide students with special lined paper when they were ready to rewrite

some of their work.

The Lesson Plan Checklist was an excellent tool for the teacher to evaluate what worked and what didn't (Appendix D:55). Several lessons that appeared to represent higher order thinking were, in reality, only of the information gathering type with limited processing. This makes it apparent that, in some cases, old lessons can be reworked or replaced with new designs to implement more sophisticated learning experiences for students.

Chapter 6

# DECISIONS ON THE FUTURE

## The Solution Strategy

The data indicate that the integration of reading and writing to improve reading should be continued. However, modifications of the original design are suggested. More modeling of good writing should occur in order for students to expand their writing capabilities.

Children will need more opportunities to develop skills in writing more interesting stories. Innovating text, involving making up a new sentence or story based on the structure of an existing story would prove beneficial in improving the implementation plan. An added extension of this plan would be innovating on sentences. Big Book stories would also prove beneficial for use in re-reading and re-writing into new text. These shared book experiences would lead more easily into creating class "big books." Eventually more independent story writing would occur for individual students.

Teacher observation noted that, in most cases, students weren't ready for process writing in the form of pre-writing, first draft, revising, editing and publishing. Children can create their own stories more easily by innovating on existing stories. This will need to be stressed more in future lessons.

**Additional Applications**

As noted in Chapter 2, analysis of district programs and curriculum indicated a need to integrate more reading and writing throughout the content areas. This implementation plan can easily be applied to other subject areas such as math, spelling, social studies, and science. Portfolios should be created for each subject area. Student work should be gathered each week and a selection made from one content area. Students can be encouraged to complete a caption slip about their piece of work. Efforts should be made for students to share their writing with a peer in a cooperative group setting.

**Dissemination of Data and Recommendation**

In addition to inclusion of a more comprehensive reading and writing program in the classroom, the writing efforts of students should be shared with other classes. Students could select three to six items from their working portfolios to be distributed to the next grade as a showcase portfolio. Agreement on the type of sampling to be collected should be established among teachers of each grade evel. A common system of portfolio assessment must be implemented. Frequency of evaluation and form of record keeping should be initiated into the schema.

Computer technology would enhance the recording process of student reading and writing progress and assessment. A printer purchase will greatly help in analyzing reading data on individual students. Parent volunteers will need time to demonstrate competence in computer usage prior to working with

students.

Student pride in ownership and responsibility for their reading and writing can be encouraged through frequent field trips to the library. Classroom fund raising efforts in the form of bake sales and silent auctions would provide money for classroom books and writing center materials.

Collaborative efforts involving writing professionals within and outside the school structure should be undertaken. A plan should be implemented to create release time to attend teacher workshops on student writing across the curriculum. "How to Write" community authors should be encouraged to share their expertise with students and teachers.

Student progress in reading and writing about their reading can only be continued through colleagues, parents and district commitment. Professional development and planning between grades will create the necessary climate for effective reading and writing integration.

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# APPENDICES

## APPENDIX A

### Comparison of Holt Reading Level and Iowa Tests of Basic Skills March, 1993 Grade Equivalent Scores

| Student # | Reading Grade Equivalent | Holt Reading Level |
|---|---|---|
| 1 | 2.0 | 10 |
| 2 | 3.2 | 10 |
| 3 | 3.7 | 10 |
| 4 | 2.2 | 9 |
| 5 | 2.2 | 9 |
| 6 | 1.3 | 9 |
| 7 | 1.5 | 9 |
| 8 | 2.0 | 9 |
| 9 | 3.2 | 10 |
| 10 | 2.3 | 10 |
| 11 | 2.4 | 9 |
| 12 | 2.8 | 9 |
| 13 | 3.0 | 10 |
| 14 | 2.2 | 10 |
| 15 | 5.5 | 10 |
| 16 | 3.9 | 10 |
| 17 | 3.3 | 10 |
| 18 | 2.5 | 9 |
| 19 | 5.1 | 10 |
| 20 | 3.9 | 10 |
| 21 | 3.1 | 10 |
| 22 | 1.5 | 9 |
| 23 | 3.0 | 10 |
| 24 | 1.4 | 9 |
| 25 | 1.1 | 9 |
| 26 | 2.2 | 9 |

## APPENDIX B

Curriculum Ranking

| | | Holt, Rinehart, and Winston Reading | Houghton-Mifflin English | McMillan/ McGrace-Hill Math | Holt, Rinehart, and Winston Social Studies | Merrill Science |
|---|---|---|---|---|---|---|
| Students' Original Writing | 5 | | ● | | | |
| | 3 | | | ● | | |
| | 1 | ● | | | ● | ● |
| Integration of Reading and Writing Processes | 5 | | | | | |
| | 3 | | ● | ● | | |
| | 1 | ● | | | ● | ● |
| Higher Order Thinking Skills in Written Form | 5 | | | ● | | |
| | 3 | | ● | | | |
| | 1 | ● | | | ● | ● |

Code

5 = Very Evident

3 = On Occasion

1 = Non Existent

## APPENDIX C

Reading Interview

| | | | |
|---|---|---|---|
| 1 Do you like to read? Why? | Yes<br>24 | No<br>5 | Occasionally<br>2 |
| 2 Do you know a good reader? | | Yes<br>29 | No<br>2 |
| Who? How do you know they are a good reader? | | Family Member<br>20 | Other<br>9 |
| 3 How do you know when you do a good job reading? | Tells Me<br>15 | Don't Know<br>5 | Other<br>11 |
| 4 What do you do when you come to a word you don't know? | | Ask<br>20 | Other<br>11 |
| 5 Do you like to write stories? Why? | Yes<br>28 | No<br>2 | Occasionally<br>1 |
| 6 Do you know someone who writes good stories? Who? | | Yes<br>26 | No<br>5 |
| 7 What makes a good story? | Topic Responses<br>17 | | Other<br>14 |
| 8 Do you have books at home? Which ones are your favorite? | | Yes<br>29 | No<br>2 |
| 9 Do you have a library card? | | Yes<br>15 | No<br>16 |
| 10 Does someone read to you at home? Who? | | Yes<br>24 | No<br>7 |

APPENDIX D

Lesson Plan

| Lesson Plan | Integrating Reading and Writing | Communicating Own Ideas | Higher Order Thinking |
|---|---|---|---|
| Kim & Rosa | X | | Sequence |
| Animal Stem Starter | | X | Analyze |
| Frogs, toads | X | | Compare/Contrast Distinguish |
| Giant Who Didn't Win | X | | Sequence/Imagine (map making) |
| Legend Sleepy Hollow | X | | Detail |
| Peter Pan | X | | Compare/Contrast |
| Fred | X | | Imagine |
| Apple War | X | | Detail |
| Winter (Rebus Story) | | X | Imagine/Judge |
| Little Wolf | X | | Recall/Describe |
| Dandy | X | | Recall/Describe |
| Seasons | | X | Predict |
| King Oscar | X | | Predict/Sequence |
| Wet Albert | X | | Sequence |
| Magic Princes | X | | Describe |
| Lincoln | | X | Predict |
| Freedom | | X | Predict |
| Ground Hog | | X | Predict |
| Poetry (Cinquains) | | X | Sequence/Imagine |
| New Year | | X | Predict |
| Analogies | | X | Speculate |
| Quilt | | X | Imagine |
| "Feelings" | | X | Evaluate |
| Human Graph | | X | Compare/Sort Evaluate/Judge |
| Music of Mozart | | X | Analyze Create/Imagine |

# The Music of Mozart

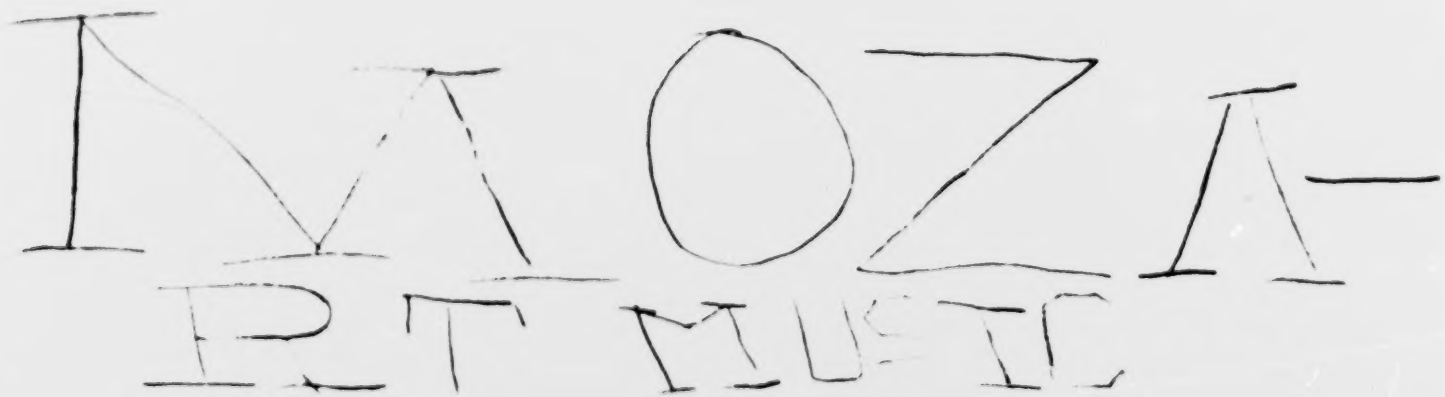
Mozart was a boy.

2. And the boy played music.

4. The boy played the piano.

Mozart loved music.

---



# THE MUSIC OF MOZART

1. The Mozart Family set a trip off to see the king and queen.

2. Wolfgang and Nannrl were special cause they played music as well as people.

3. Nannrl was older then Wolfgang, and played very well. But Wolfgang could play like no other child who ever lived.

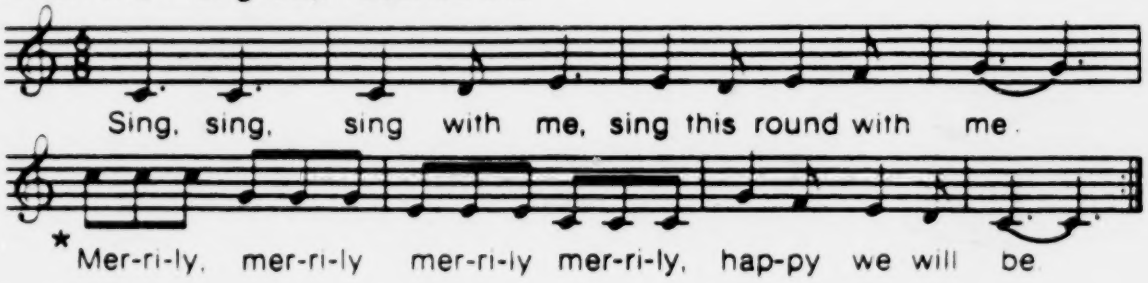
4. Wolfgang wrote beautiful music that is still heard today.

Name _____ Round and Round _____ Skill: Musical terms

# Round and Round

Do you know how to sing "Row, Row, Row Your Boat"? Have you ever sung it with two groups of people, each starting at a different time? Then you know how to sing a round! Singing a round is fun for everyone.

A round is a short song that is repeated again and again by groups of singers starting at different times. The first group of singers starts the song. When they finish singing the first line, the second group of singers starts singing the song from the beginning. When two groups of voices sing different notes at the same time in a pleasing way, we call it harmony. Two, three, four or more groups can sing a round.

Ask your teacher if you may sing this round with a friend or friends. The tune is "Row, Row, Row Your Boat." The second singer or singers start when the first group reaches the *.

1. What is a round?

Around is a song that is repetid Agan and again from groups of peple.

2. What do we call two voices singing different notes at the same time with a pleasing sound?

Harmony

3. How many groups can sing a round?

four our more.

**Brainwork!** Write your own round to the tune of "Row, Row, Row Your Boat."

Work work work and work working A lot all day merrily merrily merrily merrily life is hard for me



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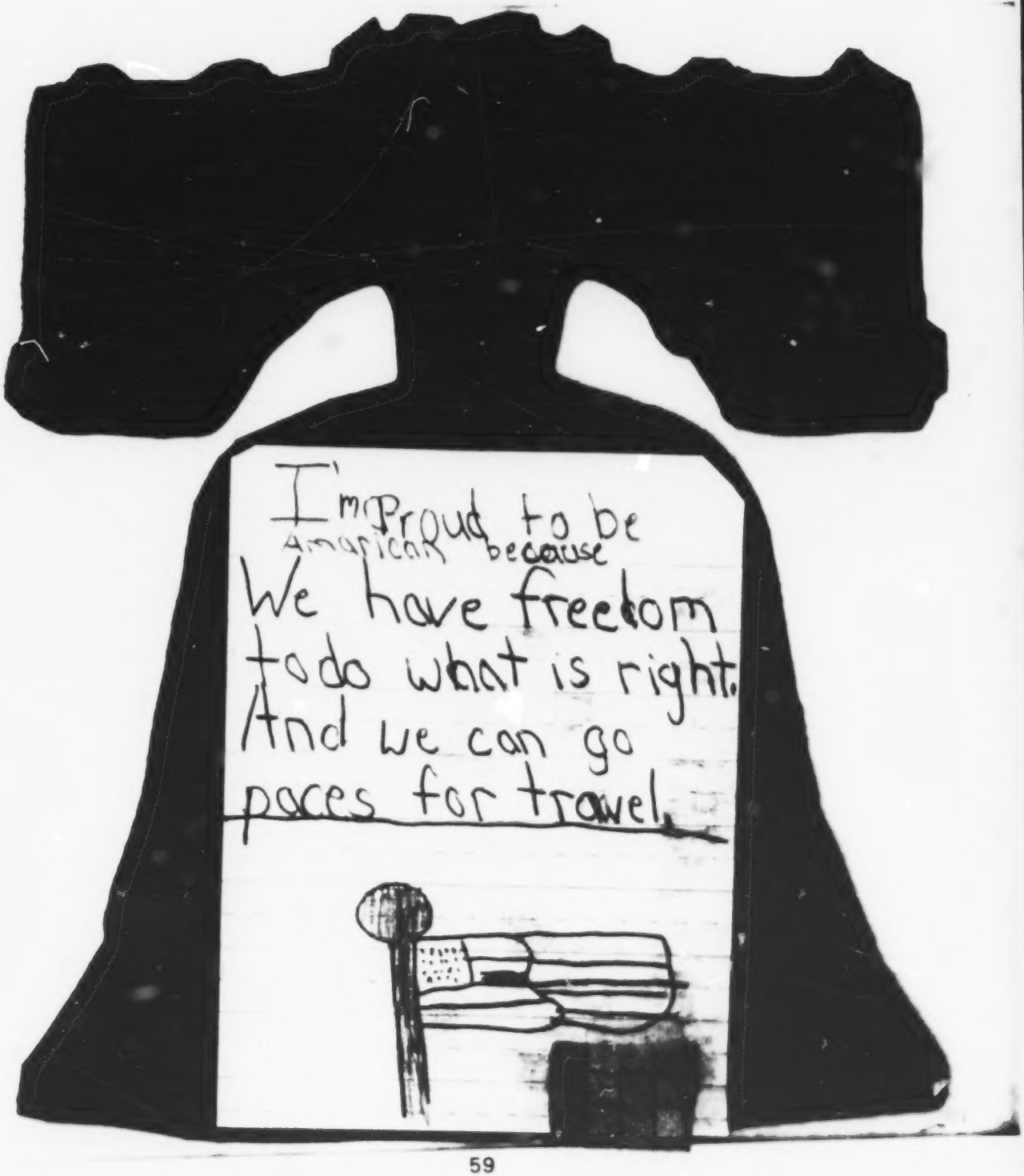
APPENDIX H

Freedom




59

P ±

(+)

I like

M =

(−)

I didn't like

I

We're free
to be different
I felt to when
I are making It!
Next time I'd
clang the title
to the people.
Mack a word
not abet

60

APPENDIX J

Analogies

Analogies

Muscle is to move as eyes as to see

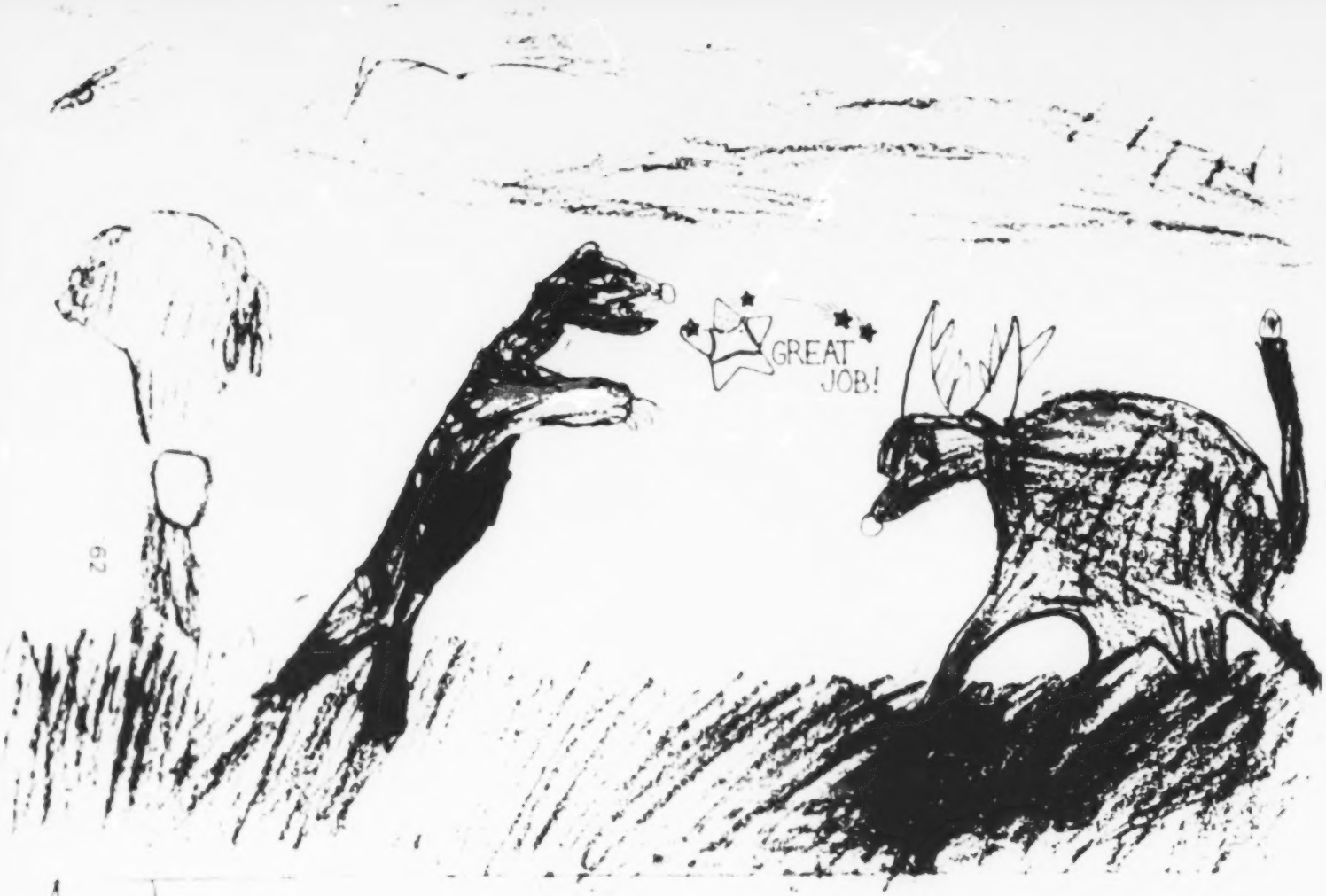
Boy is to Man is woman is to girl.

Fish is to swim as gorilla is to walk.

Nose is to smell as ears are to hear

Fast is to Jet as slow as to walk

America is to Americans as Spanish is to Spain.




A tiger sneaks along the grass toget-

# The Apple War



## Setting

## Characters

## What happened?

King [illegible] and King Oskere got in a fight. abot apples.

APPENDIX M

Quilt Pattern

APPENDIX N

My Feelings

My feelings

I felt joyfull.
I felt happy.
And I saved the best for last. I felt thankfull.

## APPENDIX O

Student _____ Date _____

### Student Reading and Writing Inventory

| Legend | Not Yet (1) | On Occasion (3) | Very Evident (5) |
|---|---|---|---|
| Reads with expression | | | |
| Reads with fluency | | | |
| Reads independently | | | |
| Reads with a partner | | | |
| Reads chapter books | | | |
| Compares/contrasts in written form | | | |
| Sequences story events in written form | | | |
| Makes predictions and recalls in writing | | | |
| Demonstrates organized thought in writing | | | |
| Uses appropriate grammar/punctuation/ capitals in writing | | | |
| Elects to write during free time | | | |
| Shares writing with audience | | | |
| Writes appropriate and interesting text | | | |
| | | | |

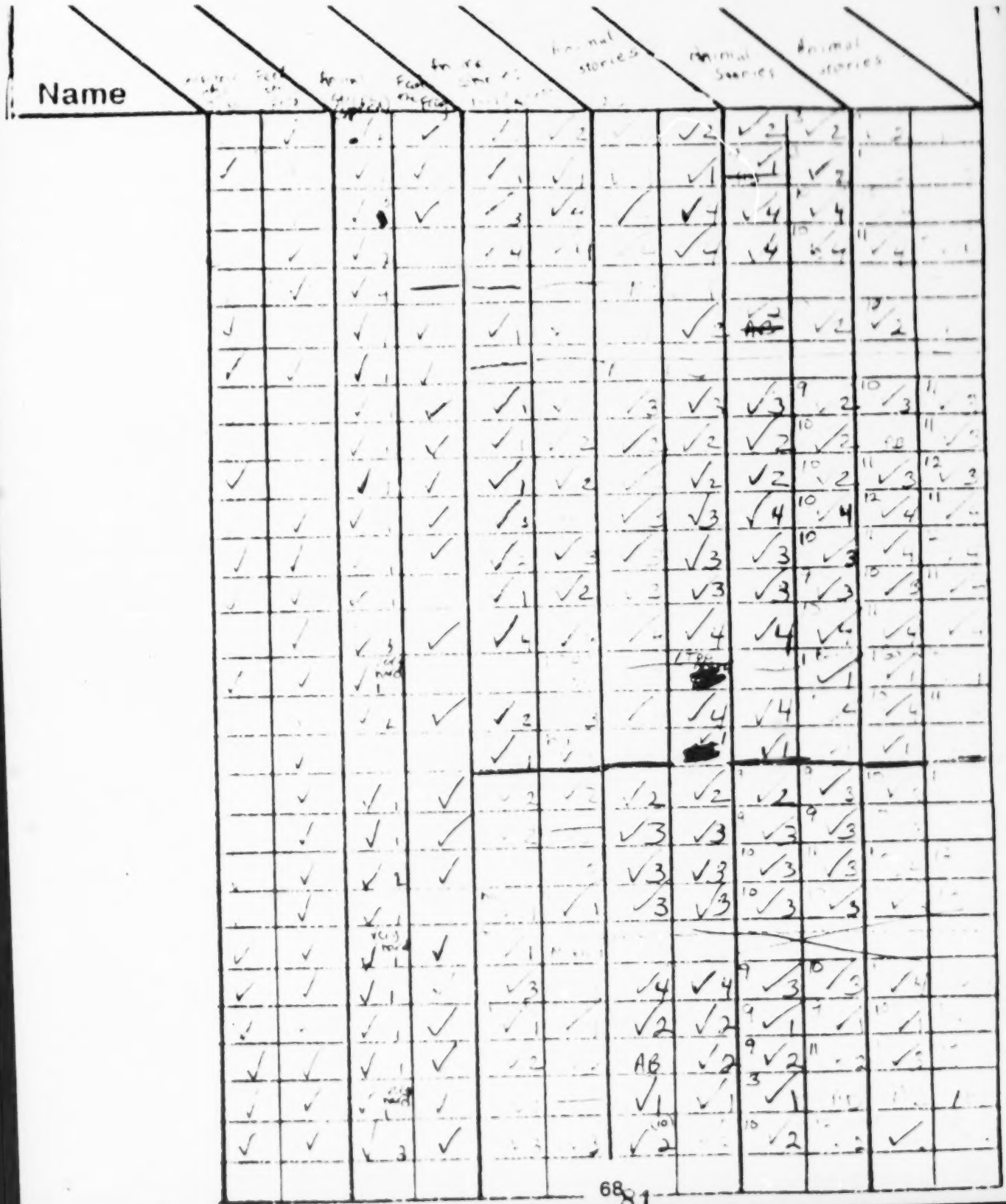
## APPENDIX P

### Comparison of Holt Reading Level and Iowa Tests of Basic Skills March, 1994 Grade Equivalent Scores

| Student # | Reading Grade Equivalent | Holt Reading Level |
|---|---|---|
| 1 | 2.3 | 10 |
| 2 | 2.4 | 10 |
| 3 | 3.3 | 10 |
| 4 | 3.9 | 10 |
| 5 | 3.0 | 10 |
| 6 | 3.6 | 10 |
| 7 | 4.8 | 10 |
| 8 | 2.8 | 10 |
| 9 | 3.3 | 10 |
| 10 | 4.8 | 10 |
| 11 | 2.4 | 10 |
| 12 | 3.6 | 10 |
| 13 | 3.1 | 10 |
| 14 | 3.2 | 10 |
| 15 | 3.6 | 10 |
| 16 | 3.7 | 10 |
| 17 | 3.3 | 10 |
| 18 | 3.7 | 10 |
| 19 | 2.3 | 10 |
| 20 | 2.2 | 9 |
| 21 | 1.9 | 9 |
| 22 | 2.7 | 9 |
| 23 | K.7 (L.D.) | 9 |
| 24 | 1.9 (L.D.) | 9 |

APPENDIX Q

Reading/Comprehension Student Inventory Checklist



NAME _____ YEAR _____ TRP-27

Holt Reading Mastery Test
GRADE 2

## LEVEL 9

| UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 |
|---|---|---|---|
| **COMPREHENSION/LITERARY SKILLS** | | | |
| Main Idea | Sequ Events | Support Detail | Main Idea |
| Sequ Events | Main Idea | Cause Effect | Sequ Events |
| Realism Fantasy | Increase Vocab | Sequ Events | Cause Effect |
| Describe Problem | | Increase Vocab | Increase Vocab |
| Increase Vocab | | | |
| | | | |
| **DECODING/ENCODING SKILLS** | | | |
| Initial /k/ | /ae/ (bat) | CVC CVCe | /ar/ (far) |
| /t/ | /e/ (bed) | /ey/ (cake) | /k/c /s/c |
| /m/ | /i/ (pig) | /y/ (leaf) | Verbs (s, ed, ing) |
| /p/ | /a/ (sock) | /y/ (leaf) | |
| /l/ | /u/ (cup) | /ay/ (kite) | |
| /s/r/ | | /ow/ (note) | |
| /e/ /th/ | | | |
| Final /t/ | | | |
| /d/ | | | |
| /n/ | | | |
| /n/ | | | |
| /k/ | | | |
| **LANGUAGE SKILLS** | | | |
| ?/ Punct | verbs (ed) | Comp Words | Word Meaning |
| Capital Letters | Syn | Subj Pronouns | Verb Tenses |
| | Action Words | Neg State | Plurals |
| | Ant | | |
| **STUDY SKILLS** | | | |
| Table Contents | Alpha Order | | Classifying |
| | | | |
| | | | |

## LEVEL 10

| UNIT 1 | UNIT 2 | UNIT 3 |
|---|---|---|
| **COMPREHENSION/ LITERARY SKILLS** | | |
| Recall Detail | Recall Detail | Point of View |
| Recall Detail | Character | Main Idea |
| Sequ Events | Plot | Vocab |
| Sequ Events | Setting | |
| Vocab | Main Idea | |
| | Vocab | |
| **DECODING/ ENCODING SKILLS** | | |
| /ey/ (cake) | /w/ | /l/ |
| /y/ (leaf) | /h/w/wh | /ar/ (far) |
| /ay/ (kite) | /kw/qu | /er/ (her) |
| /e/ (bed) | /th/ | /er/ (her) |
| Final /l/ | /e/th | Spell |
| | /ow/ (goat) | |
| | /ow/ (goat) | |
| | /h/ | |
| | Spell Verbs | |
| | Spell Verbs | |
| | Spell | |
| **LANGUAGE SKILLS** | | |
| Ant | Syn | Punct Marks |
| | Neg State | Homophones |
| | | |
| | | |
| **STUDY SKILLS** | | |
| Alpha Order | Categories | Follow Dir |
| Interp Map | | Categorizing |
| | | |



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## APPENDIX S

### Comprehension/Literary Skills Test Summary

| Student # | Holt Reading Level | Reading Comprehension Level | Holt End of Unit Comprehension/Literacy Tests Summary |
|---|---|---|---|
| 1 | 10 | Level 4 | 86% |
| 2 | 10 | Level 1 | 81% |
| 3 | 10 | Level 3 | 95% |
| 4 | 10 | Level 4 | 100% |
| 5 | 19 | Level 4 | 88% |
| 6 | 10 | Level 4 | 90% |
| 7 | 10 | Level 4 | 100% |
| 8 | 10 | Level 2 | 90% |
| 9 | 10 | Level 3 | 86% |
| 10 | 10 | Level 4 | 95% |
| 11 | 10 | Level 3 | 72% |
| 12 | 10 | Level 2 | 100% |
| 13 | 10 | Level 4 | 100% |
| 14 | 10 | Level 3 | 94% |
| 15 | 10 | Level 4 | 100% |
| 16 | 10 | Level 3 | 86% |
| 17 | 10 | Level 3 | 90% |
| 18 | 10 | Level 4 | 90% |
| 19 | 10 | Level 3 | 95% |
| 20 | 9 | Level 2 | 92% |
| 21 | 9 | Level 2 | 100% |
| 22 | 9 | Level 1 | 78% |
| 23 | 9 | Level 1 | N/A |
| 24 | 9 | Level 1 | N/A |

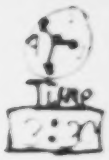
## APPENDIX T

Reading Interview

| | | | |
|---|---|---|---|
| 1 Do you like to read?<br>Why? | Yes<br>23 | No<br>1 | Occasionally<br>2 |
| 2 Do you know a good reader? | | Yes<br>26 | No<br>0 |
| Who? | Family Member<br>[illegible] | | Other<br>[illegible] |
| How do you know they are a good reader? | | | |
| 3 How do you know when you do a good job reading? | Tells Me<br>[illegible] | Don't Know<br>[illegible] | Other<br>[illegible] |
| 4 What do you do when you come to a word you don't know? | | Ask<br>[illegible] | Other<br>[illegible] |
| 5 Do you like to write stories?<br>Why? | Yes<br>22 | No<br>1 | Occasionally<br>3 |
| 6 Do you know someone who writes good stories?<br>Who? | | Yes<br>23 | No<br>3 |
| 7 What makes a good story? | Topic Responses<br>[illegible] | | Other<br>[illegible] |
| 8 Do you have books at home?<br>Which ones are your favorite? | | Yes<br>26 | No<br>0 |
| 9 Do you have a library card? | | Yes<br>22 | No<br>4 |
| 10 Does someone read to you at home?<br>Who? | | Yes<br>22 | No<br>4 |

APPENDIX U

Journal Sample




April 11 1994.
I went to Rockisland for Easter I went in a Easter egg hunt It was in lincoln park. I fouund the golden egg. and I got a new G.T. bike.

APPENDIX V

Cinquain Sample

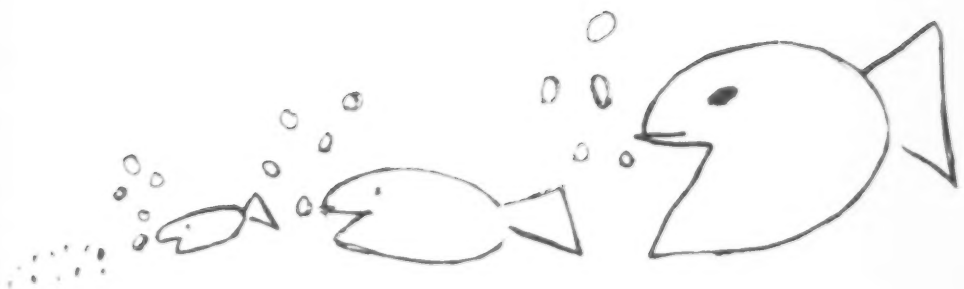
Sea

buetiful Water

nice fresh cool

clear wet

Sea



Say No To Drugs

Oct. 22. 1993

If you take drug you will look likis guy.

Oct. 22 1993.

Taking drugs is not the way to be.

I chose this _____

for my portfolio because _____

_____

_____

I chose this _____

for my portfolio because _____

_____

_____

I chose this _____

for my portfolio because _____

_____

_____

# Writing Checklist

Name _____

| Date | Topic/Theme | Stages of the Writing Process: Prewriting | 1st Draft | Revising | Editing | Publishing | Comments |
|---|---|---|---|---|---|---|---|
| Sept 26 | The Birthday | | X | X | X | | Birthday I Because it is my Birthday |
| Oct 23 | Orla's Update | | X | X | X | | Because it was Fun I just like |
| Feb 26 | The Mice | | X | X | X | | Because it was funny |
| March 11 | Easter Fun | | X | X | X | | Because it was going to be Easter |
| Feb 25 | The Mouse | | X | X | X | | Because I Like Mouse |
| Mar | | | | | | | |



21



Writing Checklist